

What is situation here?

What is this all about/ what is going on here?

How does interviewee manage situation?

Participant 1

Female

Early 60s

Casual teacher of accredited units in small business management

Raw data from interview

The adults I deal with have always been exceptionally keen to start with and then keenness gradually tapers off due to their under expectations of any course they've participated in. So they are very keen ... when work loads get heavy you find a tapering off because this is so much other outside influences on their mind it causes that, its not their fault entirely, its caused by work, children being sick. You don't find that in a school classroom. Here they start keen and lots will finish it but you don't have to be a motivator and you've got to spend a bit of time with each one. No I see a group of people who are keen to learn who hang on every word. I can see they size you up by their non-verbal communications. For instance you always see me dressed quite casually. Its not until I know my group that I start to dress. When the winter comes I'll be in a suit. And I usually can pick out the ones that won't make it. Yes Basically yes. They've paid their money. They have an expectation. Whether that expectation is correct or not is another matter. Its not until we get later into the units that their expectations have got to be lowered because of their workloads. Not because of the teaching content nor in the way we teach but because of their ability to absorb ... the learning environment is such that an adult has to be a pretty special person to absorb all the facts and figures at their ages. They tend to open up a fair bit to you and tell you thing that's too much information. I can always pick students who are starting to - due to pressures from home or the workplace are starting to drop off. So I take particular notice of those. You can usually pick someone who's got a new relationship going or going through a broken relationship you can usually pick that up pretty quickly. Yes HT why do you notice things are different? FD The learning environment for adults is fairly in the range of 18 to 50-60 yr olds. When I hand out questionnaires about workload that's the thing that really gets to me so the actual art of writing an essay: my expectation of workload as their teacher. I'm attuned (its watching and having read the Unit Managing Stress, Time and Yourself and through this I find a lot of information about each student. So I become quite attuned to what they are doing)

Coding

WHAT IS THE SITUATION?

Interviewee one's role

Teaches adults
Dresses casually initially and formally dresses in later classes
Watches learners carefully because keen for them to succeed; don't want them to go into business unprepared
Watches interactions with other students; group dynamics
Bases lecturing on the group

WHAT IS THIS ABOUT/WHAT IS GOING ON HERE?

Reflects on adult learners

Learners size you up
Learners have an expectation
Learners' inability to absorb facts and figures lowers their expectation over time
Learners open up to you; tell you too much about themselves
Learners sit at desks waiting; want to be there
Learners non-verbal communications indicate they size up teacher
Normally young people do not mix with older population so must bring them all together; integrate them.

Justifies learner behaviour

Keenness tapers because of heavy work loads, other external factors (work, children, relationships)
The teaching content or way of teaching does not impact on learners' expectation

Reflects on experience with teaching younger people

Don't have to be a motivator with adults
Must spend time with each adult

Observes new learners

Picks out those who won't make it
Learners' keenness in beginning then tapers off
Notices learners who are dropping off
Notices external situations pressuring learners
The youngest
The oldest
The age spread

to the class ... I'm very keen for them to all succeed so I will watch them carefully. I'm keen they don't make mistakes by going into a business ill equipped to go into it. I watch carefully. I watch their interaction with other students in the class and I watch carefully the group dynamics. I know I have butterflies for 1st time; I notice that I'm nervous. I never value judge and I never go by first impressions. Having come from a high school situation I never pay attention to what another teacher says about a student. NO I base my lecturing on the group. FD I don't remember names I've been told I just go in ... HT-Do you make any snap judgements before you start? FD No NO - the reason is that the units we teach are specified and I teach to that Unit specification. However if I was working in industry I would then assess ... if I walked into a factory and there was a group of people then I would immediately start to assess those people quite differently than I would assess here. Here they are sitting at a desk and they want to be here. When I walk into a group in workplace they possibly put there to upgrade skills in some way and so 1st and foremost I visually assess their keenness to be there and 2ndly their ability to absorb information and then assessing overall attitude to work. see below Yes Yes Yes Not overly important but 1st three are. HT why are the 1st three important? FD well I've got to develop pretty quickly the group dynamics. I walk in there and have done that assessment when I see them I can think right this is the way I shall approach group dynamics. It takes time. It doesn't happen in the first week but it could take 2,3 or 5-6 weeks to get things working. HT you look at the first three - what do you do in your head with this information? FD in normal situation young people don't mix with older population b but here I've got to bring them all together, to integrate them. YES I think so - you walk in you see them but there's/its pretty obvious you've got to make that assessment (more on tape about developing dynamic spirit) Yes Feel free to come and see me teaching a class

Reflects on learning environment

Adults have to be special to absorb facts and figures

Assesses learners

It's obvious assessment must be made. Walks in, sees learners, does assessment and makes decision about way to develop group dynamics. It takes time. It doesn't happen in the first week but it could take 2, 3 or 5-6 weeks to get things working.

Doesn't make snap judgements- because the units taught are specified and I teach to that unit specification However if working in industry/factory then walks in, sees group, and immediately starts to assess those people quite differently than assessing learners here [in TAFE].

Assesses learners' keenness

Assess their attitude to work

Don't attend to what other teachers say about student

HOW IS INTERVIEWEE MANAGING SITUATION?

Reflects on self

I have butterflies the first time

I am nervous

I never value judge; no first impressions

I'm attuned

Manages learners

Wants to develop group dynamics quickly